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EDITORIALS

Rejoicing with Seerley

This issue of the Journal of Education is a Testimonial Number in appreciation of Dr. Homer H. Seerley, because he is "neither tired nor retired." Just a "Rejoicing Number" that he is still brimful of common-sense psychological pedagogy.

We are using in this issue an important account of English River Township, Iowa, because of the part Homer H. Seerley had in the educational and religious, civic and professional lives of eighty very remarkable men and women from the common sense in the common schools of a rural community within a radius of ten miles of English River Township.

We have had exceptional opportunities to know most of the notable leaders, products of the common schools of that rural district. They are persons of surpassing ability. They had no local educational opportunities, but they were all inspired to get a liberal and professional education. Most of them are alive and eminently successful. They have, almost without exception, graduated from Iowa State University, the State Agricultural College, or the State Teachers' College. While their professional activity, so far as it has been along lines of superintendencies in state, county and city, has been largely in Iowa and Northern Missouri, their other achievements have been in New England, in Pennsylvania, in the District of Columbia, in the Middle West, on the Pacific coast, in Hawaii and the Philippines. Everywhere they have been masterful, yes, powerful. In every thing "common sense" has been dominant.

We greatly desire that our account of the "English River Township" be widely read.

Department of Superintendence, N. E. A., will meet in Washington, D.C., February 21-25,1926.

Proposal for a Bill

Miss Charl O. Williams, with her official associates and unofficial advisers, has evolved "A Proposal for a Bill" to be presented to the delegate body at Indianapolis, which seems to be satisfactory to the Department of the Interior, the Commissioner of Education, the Federal Board, the Senate Committee on Reorganization of Departments, and other vitally interested persons.

The significant features are that it is to be styled "A Department of Education," whose secretary shall receive a salary of $15,000, with an assistant secretary of education whose salary shall be $10,000.

There is to be created a "Federal Conference on Education," which shall consist of one representative and one alternate appointed by the head of each department. This "Federal Conference on Education" shall not report as a body to any one department, but each repre-

sentative shall report the findings of "The Federal Conference on Education" to his own department for consideration.

The "Proposal for a Bill" includes an annual appropriation of $1,500,000, or so much of it as may be needed for the efficient conduct of the affairs of the Department of Education.

In a masterly way Miss Williams, representing the National Education Association, with her advisers, has charted a clear course, avoiding rocks, rapids, and shoals which have jeopardized other attempts to secure Congressional action. Let us hope that those who are traditionally and constitutionally opposed to any action of the kind will not find any excuse for detouring by factional delay this new "Proposal for a Bill."

Honoring Homer H. Seerley

The Indianapolis meeting of the National Education Association will honor Homer H. Seerley, president of the Iowa State Teachers College of Cedar Falls, with an appropriate honor banquet.

Dr. Seerley has had a remarkable professional and personal career. Since 1876 he has been one of the most devoted members of the National Education Association. His professional career has been unsurpassed in the classroom and in institutional administrative genius and masterfulness. He is one of the best read men in the profession. He has made his school and institution unsurpassed in the creation of masterful leaders in the profession. He has served the state professionally in ways that no one else has had an opportunity to serve a state. His is not only the only State Teachers' College in the state, but he has extended its service into all sections of the state in a remarkable way. He has shunned all freaky educational detours, has paid a premium on professional sanity in his faculty, has made helpfulness to earnest but handicapped students; has had more ways and means of providing financial aid to deserving seniors. He has a most elaborate, reliable record of all professional activities of the faculty, and equally elaborate and complete details of every dime appropriated and expended from the day he became the head of the institution. He has an ideal plan for giving freedom to the heads of all departments, and for holding them responsible for results.

We have nowhere seen anything comparable to the business detail of all business matters for every week since he came into the presidency of the Iowa State Teachers' College. He deserves all possible honor at the hands of educational leaders of America. No one deserves it more than does Dr. Homer H. Seerley.

Washington and Indianapolis

The National Education Association goes to Indianapolis with the $35,000 deficit of the Washington meeting changed to a wholesome surplus. Of course much of this should be credited to the Washington meeting. It was the famous boost of the meeting of 1924 which set the new pace for the Indianapolis year.

The great financial change in the National Education Association is undoubtedly due to the change in the election of offices, going from the nominating committee plan to a direct election by the delegates. There is probably about 30,000 increase in registration, which of itself means $60,000, and 99 per cent. of these 30,000 are from the rank and file. There has been no significant increase in the registration of high salaried school men and women. It was the Washington meeting that made this change in plan of electing officers.

Real Honor for Newlon

One of the notable departures of the Commencement season was the award of the Butler silver medal by Columbia University to Jesse H. Newlon, superintendent of Denver, "For creative work in the administration of the schools of Denver, Colorado, especially for his leadership in the scientific revision of the curriculum."

This is the first time that this medal has been awarded to any one who did not win it in scholastic service as a university professor. It is the first time that it seems to have dawned upon the university professors of the committee of award that any one could do anything in a real way in real life that would merit recognition by university men. All honor to Columbia University's committee of award for seeing a man in the Rocky Mountain region who has done and is doing educational "creative work" in public school service.

Dayton Banquets Teachers

Dayton, Ohio, recently honored forty-three retiring teachers with a testimonial banquet at the Coliseum at the Fair Grounds. There were two thousand citizens at the feasting. Sixty Boy Scouts were ushers. The Lions Club furnished the toastmaster. The Rotarians had tables by themselves as did the other clubs and organizations of the city.

Congressman Roy G. Fitzgerald made the address of the occasion and presented each with a gold medal as a symbol of the city's appreciation of service rendered. In all its history Dayton has never had quite such a gathering as this.

English River Township, Iowa

By A. E. WINSHIP

English River Township in Southeastern Iowa is the metropolis of rural communities in a radius of ten miles whose educational service to America challenges any other rural population in an equal area.

This strictly rural community has had no railroad, no street cars, no bus line, no factories, no big business, no university or college, no high school, and yet with purely common school advantages there have gone forth from this trainless, luxuryless, high-schoolless group of communities eighty highly educated lawyers, physicians, scientists, philosophers, psychologists, college and university presidents, congressmen and editors.

Today from Boston University to Manila, from Washington, D.C., to Washington State, from St. Paul to Los Angeles, from Fargo to Philadelphia, from Cedar Falls to the ends of the earth are eminent men and women from the common schools of the English River District of Iowa.

And there is living today in the vigor of manhood, president of the largest and most important State Teachers' College in America, the first young man who went from an English River farm to college, fifty-two years ago. It was the educational pioneering of this youth which led the long trail of eighty men and women outward and upward professionally. They have all had normal school, college or university training to which they were inspired in the common schools of their home community, and these eighty highly educated men and women are carrying to their various professional and educational activities the common sense of the common schools of the English River country.

Seventy-five years ago the English River pioneers were living in log houses made by the pioneers without the aid of carpenters or builders, furnished with home-made tables and chairs, cooking on fireplaces and out-of-door ovens.

Their first community function was felling oak trees, hewing oak logs, sawing oak flooring, shaving oak shingles, sawing basswood inner sheeting, planing the upper side of split oak logs for benches for the schoolhouse. It was literally a one-room school, a big schoolroom, the one community room in the district. There was preaching on Sunday and singing school or spelling school or lyceum debating on week-day evenings. The chief business of the English River country was the education of old and young religiously, politically and socially.

The community was intensely religious and ardently partisan. Every family was sectarianly religious, though it was exceptional to find half a dozen families with the same religion. Everyone's religion was exceedingly individualistic and modern in name and fame, but extremely fundamental and literal in conviction.

No brand of religion tried to support a pastor, but each of the main creeds had the schoolhouse for a Sunday when its turn came, and all preaching ardently championed its strain of Biblical interpretation, always magnifying the fallacies of other interpretations, ringing every conceivable change on the fact that only the religious brand of that sermon would be recognized by the door-keeper at the gate of the Celestial City. Everybody heard every sermon, but no one ever changed his variety of religion. Everyone got new arguments for the defence of his religious team when there was a conversational game of religious beliefs.

Everybody knew the Bible. It was not uncommon for a school boy in his teens to know by heart all of the "Gospels" and the theological chapters of the "Epistles." He knew what he believed and why he believed it, and could buttress his belief with the Scriptures.

Is it any wonder that Dr. Walter Scott Athearn, out of that religious atmosphere, has created such a school of religious education in Boston University, in seven years; that he has an enrollment of 474 students from thirty-eight states of the union and thirty-five students from twelve foreign countries, with eleven denominations represented in the 474 students? Is it strange that with high scholastic ideals in the four-year course there is in Boston University the heart-throb of the common sense of the common schools of the English River neighborhood?

Wherever you find an English River Common School product, no matter how high he may be in law, medicine, or education, you will find that the spark-plug of his intellectual and religious motor is charged with common sense.

The people were as well grounded politically and partisanly as they were religiously and sectarianly. Just as the various preachers gave hectic tirades on the viciousness of all creeds except their own, so the lyceum afforded opportunities for fierce discussion of political issues, so that everyone heard all sides of all questions and no more changed his politics than he did his religion.

The one aristocratic phase of life in the English River country was the Masonic Lodge. Those were heroic days in Masonry when the raising of an initiate meant that he was letter perfect in the work of the three degrees, lectures, and all. That was a famous Masonic Lodge at English River. It was a school for letter perfect memory, emphasis and inflection.

The mail came only once in two weeks until seventy years ago, when there was a mail once a week. There was neither magazine nor paper, but everyone was well informed, thanks to political campaigns and religious crusades. Big men of each political party, and noble

representatives of every creed, and of every reform movement, sent representatives to English River Township, and everybody listened as though his life depended upon fully appreciating and everlastingly remembering what he heard.

From present-day standards those pioneers were exceptional people. They uniformly paid their debts, lived within their means, laid by a little every year, honored manliness and practiced virtue.

This was the common school country that inspired boys to go to normal school and college, which has sent to Boston University the creator and dean of the School of Religious Education, which is one of the most remarkable achievements of education in the last seven years; that has furnished the Young Men's Christian Association College of Springfield, Massachusetts, with its highly successful dean; that has furnished Cornell College of Iowa with its scholarly president; that has given the Agricultural College of North Dakota its dean of Graduate School, whose achievement in the improvement of farm conditions is nationally recognized; that has given Philadelphia the editor of one of the leading agricultural magazines of the country; that has given the Agricultural Department of Washington one of its famous specialists; that has given Minnesota a nationally recognized leader in industrial functioning.

The English River district has given Iowa a State Superintendent of Schools, twelve county superintendents, and the country several city superintendents and principals of high schools and academies in several states. It has furnished presidents or professors of note to fifteen universities, colleges and normal schools. They have been in service in the United States Department of Agriculture, in the United States Bureau of Education and in the State Department of Education of Pennsylvania and Iowa. In law, medicine, the ministry and statesmanship they have honored their inheritance of English River district's common sense of the common school.

The remarkable feature of this wonderful story is that they give credit for their achievement to Dr. Homer H. Seerley, now and for near forty years president of the largest and most important State Normal School, now State Teachers College, at Cedar Falls, Iowa, who was the first boy from the common schools of the English River country to teach school at the age of eighteen; the first to go to a university at the age of twenty-one; the first to attain distinction outside of the English River country, first as city superintendent at Oskaloosa, Iowa, and at thirty-seven years of age became the president of the Normal School at Cedar Falls, Iowa, which he has made the leading State Teachers College in America, and it has always had all the characteristics of the common sense of the common schools of the English River township.

Dean of Educational Common Sense

What Some of Our Foremost Educators Say of Homer H. Seerley, President, State Teachers College, Cedar Falls, Iowa.

JOHN HAMMILL
Governor of Iowa.

Editor, Journal of Education, Boston, Mass.

Dear Sir: I understand that you are getting out a special number devoted to the remarkable record as an educator of President Homer H. Seerley of the Iowa State Teachers College, and I want to join in a brief appreciation, as Governor of this great Commonwealth, of the great service rendered by President Seerley to the educational cause in Iowa. He has been a builder and his character and sterling worth are impressed upon every graduate of the State Teachers College. His influence, however, is not limited to the graduates of this college, but his true manhood and character have made an impression upon all of the citizens of Iowa who have had an opportunity to come in contact with his great work. I regard him as one of the greatest educators in the world today, and want to join with others in my appreciation of his great service.

JOHN J. TIGERT
U. S. Commissioner of Education.

The pedagogue may have been looked down upon as a species of parasite and inferior being in ancient times, but today he occupies a conspicuous place in the world as the guide and director of the coming citizenry, the moulder of character and the conserver of civilization. Those at the helm of education in our various communities are important personages, and none of them more important and well beloved than Homer Horatio Seerley, president of the State Teachers College of Iowa since 1886, whose influence on education in his state has been profound. Prior to his coming to the then Iowa State Normal School, Dr. Seerley was city superintendent of schools at Oskaloosa, Iowa, where his admirable course of study attracted attention. He was a most popular institute conductor, and for nine successive years conducted the Mahaska County Normal Institute with marked success. Speaking of his work, the Iowa Normal Monthly (August, 1886) says: "Scores of teachers owe their first inspiration in the work to Professor Seerley's instruction in the institute." On November 3, 1922, at a meeting of the Iowa State Teachers' Association, in the Coliseum in Des Moines, his fifty years of membership in the Association was acclaimed,

with an appreciation of his great services to the cause of education in Iowa.

Homer H. Seerley was born on a farm in Indiana, August 13, 1848. In 1852 his father moved to a farm near Toulon, Stark County, Indiana. In 1854 the Seerleys emigrated to the Hawkeye State, where they settled on a farm at South English, Keokuk County. It was a struggle to obtain an education on the part of young Seerley. From 1867 to 1869 he taught school. The Iowa Normal Monthly speaking of this period of his career says: "The first school taught by Mr. Seerley was not considered a 'marvelous success' by the county superintendent, A. J. Kane, who did not spare the young teacher a general 'overhauling.' After the superintendent's visit the following appeared in the county paper: 'Union District No. 3, Liberty Township, Homer H. Seerley, teacher; salary, $30 a month. Order, poor; method of instruction, middling. General condition of school, bad.'"

One might ask at this juncture what could be expected of a teacher for the sum of $30 per month? But that is neither here nor there. Young Seerley swallowed the "bitter medicine," but forged ahead. Coming under the influence of Professor Jona Piper, one of Iowa's pioneer educators and institute conductors, he obtained "correct ideas of the fundamental principles and methods of education," and was inspired to greater efforts. His subsequent career as a teacher and principal was marked with conspicuous success. Dr. Seerley has the power of instilling enthusiasm in the minds of his pupils, without which education becomes a dull and profitless routine. He graduated from the University of Iowa in 1873. Dr. Seerley is the author of the following works: "History and Civil Government of Iowa" (in collaboration with L. W. Parish), 1897; "The Country School," 1912; and "Geography of Iowa," 1916.

All praise and honor, then, to Homer H. Seerley, for he has accomplished much for the cause of education; his life is an inspiration to the ambitious young pedagogue; and his influence will reach far beyond the seventy-seven years of his active and useful career.

ROGER LEAVITT
(Fifteen Years Member of the Governing Board of the Iowa State Teachers College.)

For twenty-five years I have had unusual opportunities for seeing President Seerley in action at close range.

I have been much impressed with the following:—

First, with his ability to think through a problem, and see the final outcome from the beginning.

Second, with the tactfulness with which he presents his views to others. He sees their viewpoint yet wins them to his own repeatedly. I have appeared with him before appropriation committees of the legislature, and noted his fair presentation.

Third, I have been impressed with his keen analysis of men. Mental brilliance alone has not appealed to him or deceived him. He has cared more for character in his staff than for brilliance and has insisted on character first.

Fourth, with his practical common sense he is a Ben Franklin in handling the common affairs of life.

Fifth, with his skilled judgment of buildings and equipment; he would have made a great construction engineer.

Sixth, with his executive ability. With the growth of the school, he has had to turn over to others many of the details, but he knows what is going on in every department, and never drops the reins. His helpful advice is appreciated by every department head.

Seventh, I have been much impressed by his vision. He has never been satisfied with present attainments in the Iowa State Teachers College. He has always planned years ahead for greater things.

Eighth, as a young man he was a great teacher. He developed in his mind a school which would help to make great teachers. He patiently waited for the time to come when his ideals might become a reality. He has never ceased striving toward this goal.

Ninth, above all, I have been impressed with his simplicity, his sincerity, his deep spiritual life. It has been a wonderful privilege to have been associated with him.

JOHN R. KIRK
President, State Teachers' College,
Kirksville, Missouri.

President Homer H. Seerley was a pioneer in recognizing: first, the necessity for scholarship foundations in the professional preparation of teachers and, second, the need of a college education for all teachers.

Propagandists from outside the state of Iowa through surveys long and actively sought to disjoint and divide the Iowa State Teachers College and reduce it to the rank of a junior college. The people of Iowa could not see it that way. They supported Dr. Seerley. His lifetime dream has come to maturity under his own vigorous, diplomatic and well wrought policies.

It was in the heat of the Iowa combat that an insistent surveyor said: "The preparation of a professional teacher except in connection with a college of liberal arts is unthinkable." But he didn't mean it. He spoke more wisely than he knew. He contributed a slogan for the teachers' colleges.

Now, a majority of the one-time short course normal schools have been transformed into the colleges of liberal arts intertwined with colleges of education to prepare professional teachers for all the children in all the schools.

Among these rapidly developing, expanding and intensifying institutions the State Teachers College of Iowa is the greatest and strongest of them all. In its adaptability and its multiple phased serviceability it surpasses for practical

purposes all other American institutions for the professional preparation of teachers.

It is now and will be for generations to come a monument to a brave, tenacious, kindly, generous man, constructive idealist and outstanding administrative thinker and leader.

All honor to Dr. Homer H. Seerley! May he live many years to enjoy the unequaled retrospect, and yet to expand his dreams and visions for the further perfection of the monument already so well built.

HARLAN UPDEGRAFF

I have known Homer H. Seerley from boyhood. It was my father who examined him for his first teacher's certificate and because of that fact he has always been interested in me, and has rendered me great assistance during all of my professional life. His sober common sense upon educational matters first expressed in the County Institute of his home county, Keokuk County, Iowa, which was also my own home county, has given form and content to my educational views throughout all of these years. The advice he has given in making important decisions has always been sound.

I owe Dr. Seerley a large debt of gratitude. I rejoice in the completion of his fifty years of service in the National Education Association and am glad to have a part in this national acknowledgment of the services that he has rendered the young men and young women of Iowa, and of the nation as a whole.

W. R. BOYD

It has been my privilege to have known President Seerley since 1893, and for the last sixteen years to have had frequent contact with him in official as well as personal relationship. It would be at once an easy and a pleasant task to speak of him along many lines, as an educator, as an administrator, as a citizen, and as a great personal influence on generation after generation.

His rank as an educator was fixed long ago, and it is known to all men who have to do with education directly and to many who have to do with it but incidentally. In some respects he stands alone in his special field; some day it may be said of him, as it has been said of Lincoln, that "he had no ancestors, no fellows, and no successor."

As an administrator—well, I never knew a better one. He deals directly, acts quickly, and possesses the "third eye of wisdom."

It is as to his personal influence, however, that I would like to speak somewhat in detail. In conversation recently with one of the three or four men who know education and educators in America more intimately than any others perhaps, President Seerley's name was mentioned and this man said: "I presume there is no one now living who has touched as many lives, to mould them and influence them, as President Seerley has." I think this is absolutely true. And with what strength, wisdom and sweetness has he touched them!

His admonitions are not studied. He never has been feared. Always he has been honored; and affection for him is akin to the affection devoted children have for a just but kindly parent. He has laid down lines of personal influence which will stretch out endlessly. Physical echoes die. As Tennyson has said in his marvelous bugle song, "They faint on hill or field or river." But—

> "Our echoes roll from soul to soul,
> And grow forever and forever."

So shall it be with the influence of this strong, kindly, wise and thoroughly human president of the Iowa State Teachers College. The echoes of his voice and of his spirit shall "roll from soul to soul and grow forever and forever."

Past the middle seventies, he gives no evidence of diminution of strength or vigor, and it is the hope and the expectation of all who know and love him—and they make up a vast multitude—that ability to continue his work may be vouchsafed to him for not a few additional years.

A. W. CLANCY

It gives me great pleasure to give a word of appreciation for one of my oldest educational friends now living—Homer H. Seerley, president, Iowa State College, located at Cedar Falls, Iowa.

I first met Homer H. Seerley at Oskaloosa, Iowa, as superintendent of the public schools of that prosperous little city in 1882. He was at that time the president of the State Teachers' Association of the State of Iowa; a young man, alert; a college graduate; a student; a thinker; and a leader at that time in life. I have visited with Mr. Seerley at his home, in his school, in his college classes and his lecture platforms, on the railroad trains, in lobbies of many hotels, and always felt that hours or minutes that I was permitted to visit with him were well spent, and I parted with him instructed and blessed.

Homer Seerley and his good wife will be a very happy couple at the N. E. A. at Indianapolis, because Indiana was his original hoosier home. The teachers and students that he has started in life are numbered by the thousands; persons that he has personally helped and aided cannot be enumerated.

Homer Seerley's life is like a great torch light, lighting everything he touched, from the time he was one score years old to this time at three score and ten.

He has been a blessing to his church and to the public schools of Iowa; to the Educational Congregations known as the N. E. A., and the superintendent's section of the same—which reaches all parts of the United States. The great work which Homer Seerley has done will live forever.

R. A. PEARSON

President Seerley has made and is continuing to make a remarkable record as an educator. Very few are permitted to remain in this work so many years. Needless to say he has exerted a profound influence upon lower and higher education in our country and especially in this state. The kind of service he has rendered can never be paid for, but all people should appreciate it and do him honor.

—

D. S. WRIGHT

Director of Religious Education in Iowa State Teachers College.

After his graduation from the Iowa State University President Seerley entered at once upon his chosen vocation of teaching. Three years of successful service as high school principal paved the way to his promotion to the superintendency of the city schools of Oskaloosa, Iowa. In the eleven years of this incumbency he won high rank as a school administrator. Then came the call to "Come up higher."

In the year 1886 the Iowa State Normal School completed the first decade of its existence. The institution was created in the face of intense antagonism. Its record was marked and its success marred by opposition and criticism from without and by dissensions within. There came a vacancy in the headship of the institution. Its Board of Directors over such worthy competitors as Sabin, Akers, Von Coelln and Rogers, turned to Seerley as the man for the hour and the occasion. The call was wholly unsought and unexpected. It was received with dismay and reluctantly accepted. It led him from a field familiar, happy, and of assured success, into one of uncertainty and fraught with toil, perplexities and doubtful issues. After a week's consideration he accepted the call, and in September, 1886, entered upon the principalship of Iowa's only training school for teachers.

It required half the first decade of his administration to win state-wide confidence in the school, and its future. No startling innovations were made, but new and better policies were gradually introduced and with decreasing opposition. Space forbids the telling in detail the story of the subsequent growth of the school. The number of students enrolled grew from hundreds into thousands; the forty acres of the original campus was increased to more than twice its area; the two plain buildings, ill-ventilated, ill-adapted to college ends, in which the school was housed in 1886, were surrounded in the passing of the lustrums and decade by palatial structures gladly provided by the taxpayers of a great rich state; instead of the few scattered houses then near the campus, there grew up a little city known as College Hill, pointed out to visitors as the finest residential district of the home town of the college. The five or six departments of the old regime grew into a curriculum embracing almost every realm of art, science, philosophy, language, letters. Through its thousands of graduates who have gone out from its halls to teach and through its various lines of school extension work there is not a school in all the state, however humble, that has not directly felt the helpful impulse of its touch.

Particularly in the rural schools has its beneficent influence reached. Of the multifarious interests that have absorbed the time and thought of President Seerley, no other one has so appealed to his sympathy as the problem of the educational needs of the country boys and girls. Himself a product of the farm, his career as a teacher commenced in a rural school. Aware of the difficulties of the situation he had little patience with the carpings of the destructive critics of those who toil in this unpromising field; and it was one of the ambitions of his life to promote the cause of rural education. To this end, his masterpiece of authorship—an educational classic—"The Country School," was written and given to the world.

This important work is by no means the whole of his literary activities. His lectures, his addresses before educational associations, his papers prepared for civic and religious societies, his annual baccalaureate sermons, and like productions of his pen, have been published in pamphlet form, and have enriched the didactic literature of his time. His contributions to the educational periodical output both of the state and nation have been many and continuous. For many years whatever the Iowa Normal Monthly or the Midland Schools might publish or omit no number was complete without a Seerley article. These productions of his pen cover every phase of educational thought from the post-graduate course of the university to the pastimes of the kindergarten.

His many and onerous official duties were not allowed to interfere with his interest in civic affairs. He was not a politician in the commonplace sense of the term; yet when issues were drawn, when principles were at stake, when reforms had need to be promoted, whatever other cares might claim his time and strength, whoever else might falter, he was at his place, in the caucus or at the polls, to maintain what he thought was right.

In his social life he found rest and relaxation in the association of his friends. He was a good talker and a good listener. Both by nature and training he was exceedingly democratic in his tastes; he had little time or inclination for the superficialities and inanities of the would-be elite. He preferred the small group of friends where each could be entertained by all, to the large reception with its pomp, parade and perspiration. He wore his spiketail coat when conventionality required, but preferred his business suit. Addressing cap-and-gowned seniors in his every-day clothes, he added emphasis to the common-sense counsels that he gave.

What I Think of Seerley

WILLIAM McANDREW

You ask me briefly to biograph Homer Horatio Seerley.

I'll try, sir.

But you'll not be satisfied, neither shall I. That will be because I recollect of him mostly the things which, on the occasions when I heard him, were particularly pertinent to the field I was then in.

When you say "Seerley," I see a big, calm man. His greeting is of quiet cordiality, sympathetic, ungushing, unhurried. He takes me into every interesting part of the great teachers' school in Cedar Falls. His knowledge of what every portion of the system is doing, and why it is doing it, is amazing. I imagine

HOMER H. SEERLEY

President, State Teachers College, Cedar Falls, Iowa

that, like the captain of a great ocean liner, Commander Seerley goes through every deck and level of his ship every day.

I recall him with an established student-health service before most school managers had reached the discussion stage of such a project. He figures in my memory as the pioneer in consolidating rural schools and transporting the children to them. I remember him for philippics against school surveys which were opinions of surveyors giving such details as they thought might substantiate their theories. Wasn't it this same Seerley whose surveys consisted of all the facts and all the figures with photographs to boot and with no recommendations at all? It was.

Beginning when education was mostly a jumble of unproved assertion; brought up amongst school men who won their case by the loudest hollering, Homer Horatio, who has always had an effective voice which he might have used in the mode, presents the gratifying spectacle of a resister of temptation. He chose the less spectacular method of collection and tabulation of facts, conclusion after observation, not before it.

Your Journal of Education, though published many hundred miles away from H. H. Seerley's seat, discovered him longer ago than I can remember, and has advanced the educational condition of our day with never too frequent presentation of his sober constructive thought. For Seerley's big work, as it seems to me, has been in the direction of turning teaching from amateurism to professionalism, —normal schools from cheap affairs to adequately equipped institutions harboring highly cultured and skillful teachers of teachers. One of your articles stressed Seerley's reprobation of the "one-man" normal school, that is the institution dominated by the educational doctrine of the principal. Seerley has the force to dominate, but again, he resisted the temptation and preferred to develop faculty thought and initiative, contributory conferences, teamwork for the school, not for him. You do well to devote a number of the Journal to him. He, although he would deny the impeachment, is one of the solidly big men of our service.

Homer H. Seerley

C. C. SWAIN

President, State Teachers College, Mayville, North Dakota.

A personality once known, always gratefully remembered. I shall ever be thankful for the years that I spent as a member of his faculty and under his influence and direction. My association with him at Cedar Falls was a real course in practical school administration. The story of his life and achievements is ever a new inspiration to the possibilities and reward to those who devote themselves wholeheartedly to the cause of education.

Dr. Seerley is a born leader of men and of ideas. With his peerless mind and disciplined will he readily sees the big movements in education and detects the impossible. His clear thinking, fearless championship of the right, patience and even temper have made it possible to build up the great State Teachers' College of which Iowa is justly proud. The College is his monument and lengthening shadow. It seems almost unnecessary to wish that the afternoon of his life may be one of serenity and happiness. He deserves it and God will fully reward.

C. A. FULLERTON

I remember well when President Seerley took charge of the State Normal School in 1886. He wore a broad-brimmed soft felt hat, and his face was covered with black whiskers. It was not as a classroom teacher that he impressed us most. One evening, soon after he arrived, he had a long talk with a bunch of us boys, on the sidewalk. When the party broke up, we had some new ideas in regard to the possibilities of the plant. It wasn't long before electric lights replaced kerosene lamps, and running water the old school pump. Seerley, the business man and the administrator, was in evidence. In general, there was a pronounced improvement in the physical equipment. New courses were offered, and high school graduates came to enroll.

It was fortunate in some respects that President Seerley and his wife and children had to live in the recitation rooms and take their meals with the students in the dining room. It tended to unify the student body and the faculty, and made the place more homelike. The president was personally acquainted with the students. His cordial, informal way of meeting them was a real resource. It helped to develop a feeling of partnership, which did much to prevent difficulties along the line of discipline.

From the first, President Seerley encouraged the religious activities of the school. Early in his administration his brother, Frank, came here to organize a Y. M. C. A. The idea that there is a God in Israel was generally assumed by the students, and President Seerley in building up the faculty selected men and women who were naturally interested in maintaining the high moral and religious standards that characterized so many of the best pioneers of the state.

JESSIE FIELD SHAMBAUGH

A harvest, plentiful and permanent, has been the result of Homer H. Seerley's work as husbandman in the field of teachers' training. In the rich soil of Iowa's Commonwealth he planted with wisdom and discernment the seed for a great Teachers' College. Faithfully he cultivated and cared for the field until it has yielded a hundred fold.

Small wonder that the people of Iowa love and honor him. He is so human that he knows by name every student who has ever attended the State Teachers' College.

He is so masterly and so sure of his goal that nothing can swerve him from his great purpose.

He is so successful that the boys and girls on the furthest farms have felt the influence in their lives of this man who was once a country boy himself.

Forever Iowa will be indebted to this man, the greatest of all her teachers, and we who count him our friend will be glad to have known a man so noble, virile, and unselfish.

AUGUSTUS O. THOMAS

Over in the Hawkeye State stands an institution nationally known as a substantial, progressive Teachers College. The builder, the head and the spirit of this great institution is Homer H. Seerley, educational statesman and leader of progressive professional enterprise, a masterful executive, a skillful leader of men and a forceful, satisfying character embodying the highest ideals of the profession. To think of the Iowa State Teachers College is to think of Dr. Homer H. Seerley. Those who read of him far off respect him. Those who know him love him.

Dr. Seerley typifies the substantial element of the profession. Teaching hazards are so great that few men who enter the profession continue in it as a life calling. A still fewer number become outstanding for their original achievement.

I became acquainted with Dr. Seerley in 1905. It was about the time that he, John R. Kirk, David Felmley, and Z. X. Snyder, and a very few others began the teachers college movement calling for broadly educated teachers for every position in the public schools. The Iowa State Teachers College is one of the outstanding institutions fostering this ideal, and Homer H. Seerley is its builder. He has contributed also in other lines. It is such men who have made the National Education Association the power it is today.

E. C. LYNN

President, Iowa State Teachers' Association.

President Homer H. Seerley, of the Iowa State Teachers College, is so well known in Iowa and the surrounding states that among teachers and folks in general any statement relative to his real value to the Middle West, as a school administrator, as a statesman and as a friend, can only be counted as superficial. I have known him for more than one-fourth of a century. First, as a student of the school which he has builded and developed; second, as a leader in all the school activities in Iowa and, third, as a personal friend.

The students of the Iowa State Teachers College know that President Seerley is more than president of the school. He is a personal friend of each student, and his honesty, his simplicity and his directness in approaching and solving not only school difficulties but personal difficulties for his students has built up for him greater honor and esteem than vouchsafed to most men. A diploma signed by President Seerley is given full face value any place in America.

As a leader in educational affairs in Iowa, for more than fifty years he has been lending a strong, steady, inspiring hand of helpfulness

and guidance for every type of school activity, and no educational council is fully complete without his presence.

As a personal friend, President Seerley has always had remarkable ability in remembering names and faces, and he seems to always remember just where his students are working and what they are doing after their courses of study have been completed; add to this his personal interest in each student and the "Divine gift of sympathy," and you have a picture of President Seerley, as a friend and as the man who has made solving Iowa's educational problems his life work.

ANNA D. CORDTS

Homer H. Seerley is personal friend to more teachers probably than any other living person in the United States or in the world perhaps. For forty years now he has made himself friend, in the best sense, to all the thousands and thousands of students who have come upon the campus of the Iowa State Teachers College.

The touch of his personality upon the life of each individual among these increasing thousands has been positive and permanent. It has not been in the nature of the easy geniality of the hale fellow well met that lightly vanishes away. Rather it has taken the form of a deep abiding desire on his part that every one of us, his students, should succeed in living lives of righteousness, lives successful in our own private business affairs and lives of large service to humanity.

Because Homer H. Seerley has coveted so earnestly for each of us, those treasures which are true and abiding he has bound us to him with ties of friendship which are true and abiding. These reach in invisible but unbroken bands to the uttermost parts of the earth. Every city and town and hamlet and country community in Iowa, almost every county in every other state, and hundreds of communities on the other continents and in the islands of the sea hold individuals who are bound by the mystic cords of friendship to this colossal friend.

It is said that each of us is a part of all he has met. Those so fortunate as to have come in contact with President Seerley are aware of this fact to an unusual degree. And the leaven which came into their lives from the touch with this great friend of man has made their lives more wholesome and sound and sweet, it has strengthened courage, directed ambition, fostered enterprise; it has woven a magic spell to bless—this touch with the life of Homer Seerley, friend.

CAP E. MILLER

During my childhood I heard a great deal about the Seerleys. In fact, I was born and reared in the vicinity of the Seerley home near South English, Iowa. I knew Thomas Seerley, Homer's father, very well. He walked to and from South English and by the Miller home and farm for his mail almost every day. He never failed to greet me and to notice me as a boy. People told me that he was a real teacher in his day. I knew thoroughly that the Seerleys and Millers were intimate friends. It seems to me now that my mother and Homer Seerley went to a one-room country school together. I knew as a boy that there were three sons in the Seerley home, but they were so much older than I that I never knew them. However, I finished high school and became interested in teaching, so I journeyed to Cedar Falls, Iowa. Finally, I was called to the president's office. Then Homer Seerley told me that my grandfather, Dr. N. C. Miller, saved his life as a baby. My, what a thrill of joy came over me on that occasion! He told me something I did not know and to think that my grandfather had done something for such a man was a source of great joy.

Later my grandfather died, and Thomas Seerley attended the funeral. I remember on that occasion that I overheard him pay a high tribute to my grandfather, for my grandfather was the Seerley family physician.

During the last forty years I have been going to school, teaching and supervising. I have done considerable traveling. I have met many statesmen, educators and business men, but in that whole acquaintance, Homer Seerley's influence on me has been more than that of any other one man. Something about him inspires you to work and to climb. Words fail me when I try to say how much he has done for me and for thousands of other Iowa farm boys and girls. One of the surprising things to me is his wonderful vitality. He is Iowa's greatest teacher, but you can't limit his influence to teachers. Many Iowa State Teachers College students and graduates go out into business and yet continue to look to Homer Seerley as their guide and leader. Sincerity is one of his chief assets. He has always stood for facts and the truth; he has had vision and courage. Iowa people believe in him absolutely. He is not a politician, but he can attend to political matters because even politicians have listened to him. I believe his life has influenced more Iowa homes than any other living man. Iowa people love him because of his effort in behalf of good schools and homes. His name will live forever in Iowa history.

SUPERINTENDENT J. W. STUDEBAKER

Des Moines, Iowa.

Dr. Homer Seerley's character and professional spirit has always been a source of real inspiration to those of us in this state who are younger. We look upon him as the leader of all the veteran school men of this state, and marvel at the extent to which he has retained his graciousness, physical energy, and inexhaustible optimism after having fought so many battles of a most unusual career.

G. W. WALTERS

Head Department of Education, Iowa State Teachers College, Cedar Falls, Iowa

No institution like the Iowa State Teachers College can develop around the personality of its president for forty years, unless that personality has in it some elements which direct and stimulate its growth. Thirty years of active and satisfactory work under the guidance of President Seerley have impressed me with the value of few outstanding qualities in the man which have made for the standing the school has attained.

Let me speak of these as they have impressed me:—

1. The first I would mention is his absolute recognition that he is one of the people, working with the people for the betterment of society. No social distinction, no caste religious, political or scholastic is ever recognized. The constant attitude is that the common man in America is entitled to the best any man can give in service. The teacher should do no less, society should expect this full service. His friendships and contacts, wide and long, have held constant all the years. This has been because he has never asked for more for the school than he needed, and has always played fair with the legislature and the people. As a consequence the state has come to believe in him and his work as being all it is claimed to be—friendships founded upon statements of real needs are not broken as the years go by. The constant admonition to the faculty has been that they are of the people and working for the people, and they should constantly strive to do what the state needs done in its schools.

This end has been followed almost with doggedness, no turning aside for fads or fancies, but a hard common-sense insistence on fundamentals, giving full consideration to the older values and adopting the new only as they have proved their worth. With this attitude has been foresight and insight, ability to see what was coming, and getting ready for it as well as estimating the value of new movements. No man in the state has more of the confidence of the people as to what is educationally worthy, and there are others in the state of large worthiness.

2. In teacher training, his attitude has been that the teacher of the young should have the best that can be given. The surroundings and equipment of a teacher's school should be models above all schools, for the teacher carries these to all the people. This school has been always scrupulously neat and clean and beautiful. Visitors always remark about this, not knowing the purpose back of it. A student spending three or four years here, will never be satisfied in a dirty, unkempt schoolroom; with this has come an accumulation of the best pictures, which with neat classrooms, shrubs, flower beds, and well kept lawns will unconsciously minister to art in coming homes of Iowa.

While scholastic standards are well maintained, it is realized that but a small part of what a teacher is is ever placed in records or upon certificates, but that the ideals, power of stimulus, devotion to purpose, belief in ability to help toward American standards of citizenship are the great values of a teacher in a democracy. This is impressed upon every class at graduation.

3. As a business administrator, President Seerley has been quite unusual. Each fund is carefully watched, it never gets in the red. No obligation is incurred until a way of meeting it is in sight. Every detail of the school from construction and equipment of buildings to the small details and expenses are kept in mind accurately. His has been and is a great mind for details, nothing escapes him. The faculty forgets, he does not. As a consequence, there is no over-reaching, no drawing upon the future, the management is always solvent. This inspires and holds business confidence, a valuable asset for any executor.

4. In his relations with his faculty, his attitude is totally democratic. Any student, any faculty member is free to consult him at any time—no barriers here.

No feeling that he is the president, just a good friend and capable leader ever ready to hear a suggestion but must be shown it is worth while before being adopted. This creates an atmosphere of friendly confidence, which is noticeable. One visitor after inspecting the school for several days said the most remarkable impression upon him was that every one behaved himself and went about his work and yet no government was in sight. It can be found by those hunting for it. He strongly impresses the students that what they get from the school and what the school is depends upon them. They are asked to take on their share of responsibility as students and be their brother's and sister's keepers.

No man goes further in giving either teacher or student a chance to make good. Many a successful man and woman owes his or her change in direction of life to his sympathy and forbearance. He always does what he promises and more—in thirty years' dealing with him he forgot a small item until he met me next day, then he recalled it at once.

I cannot close this estimate of President Seerley and the incarnation of his life thought in this school without mentioning his admirable wife, who has always been so considerate, so pleasant, so able to meet all situations with tact and womanly sympathy, yet never intruding, never involved in any of his school problems; and, above all, her Christian sympathy as with him they have gone to the homes of neighbors in their sorrows. These things will ever enshrine them in the hearts of all old students and faculty members.

THEODORE SAAM

Superintendent, Council Bluffs, Iowa

For over a quarter of a century I have known President Homer Seerley. Personally, through his thirty years, he has been an inspiration to me. There is something in his directness that combines frankness with sincerity and force, in a manner which attracts and holds the confidence and respect of men. We, the school men in Iowa, recognize his constructive leadership in education; we admire him for his gigantic personality, and venerate him for his genuine simplicity.

FRED L. SHAW

State Superintendent of South Dakota, 1918-25.

Although comparatively unfamiliar with President Seerley as a private citizen, during the last decade or longer I have constantly come in touch with his influence as an educator through the members of his faculty and the teachers who have received their training and inspiration under his leadership at the Iowa State Teachers College. He has left his impress upon the teaching profession of the Northwest as has no other individual. The work that he has done to make teaching more than a mere job by raising the standards and ideals of the common school teacher has been of inestimable value, not only in the state of Iowa, but all over the United States.

Not only the teachers, but the boys and girls of America owe a debt to Dr. Seerley that they can hardly repay except by similar consecration to service.

Homer H. Seerley is a builder. From his earliest years he showed the instincts and traits of a builder. These were deepened and developed by his experiences as a boy on the farm and as a youth working his way through college.

In the absence of his father he very early took charge of the operation of the Iowa farm on which the family lived, planning and making the field crops, breeding and developing the live stock, and meeting the unexpected and the necessary out of his own fertile resources. Those early years of responsibility and struggle on the farm began the development of that initiative, resourcefulness and courage which have been dominant characteristics in his life as a builder.

The struggle to get a college education developed in the youth other traits which have been very characteristic of President Seerley throughout his notable career as a builder. His struggle to wring from the little farm by hard labor the necessary funds to pay for his education taught him the value of a dollar. The hard times following the Civil War—the period during which he was in college—heightened the impression. To save the few hard-earned dollars he walked from his home to the State University forty miles away. He lived in a plain room where he cooked his own meals. The energy loosed by plain, wholesome living he put into hard work and high thinking and, unknown to most of his friends, into the writing of poetry of a deeply spiritual nature. The weighing of every penny during the formative period of his youth and its application to the development of the largest possible increase in spiritual resources became fixed habits in the life of the builder. Thrift and economy and prudence in the expenditure of money have constantly characterized his work as a business man in building the great institution over which he presides. These have been constantly emphasized in the lessons he has taught to his students concerning the management of their own business affairs.

Spiritual thrift has been an even more marked characteristic than material thrift in the life of this master builder. He has set the example by a most remarkable conservation of his own physical and mental powers and their application to the highest spiritual purposes. Scattered far and wide over the world are thousands and thousands of his students, who like the writer have been stimulated by President Seerley's example, by his talks to beginning students, his chapel talks, and his talks to graduating classes to want to try to make the most of life's spiritual energies in the building of life's most important spiritual values. President Seerley through his long and notable career has been building a great institution of brick and mortar, but much more important than this, he has been building men and women.

ARTHUR DEAMER

Superintendent, Cedar Falls, Iowa

It is difficult to condense in a single paragraph an appreciation of the outstanding work of Dr. Homer H. Seerley. Coming to the State of Iowa as a mere boy, spending his life as a school teacher and school administrator, Dr. Seerley has influenced every angle of public education in this state. His keen sense of justice, his clear vision as to the purpose and function of the school, his persistence in realizing his ideals, all have combined to make his life work of inestimable value when considered in terms of childhood and human progress. Wherever he has worked the influence of his inspiring personality has been felt. As president of one of the largest Normal Schools in the country, he has inspired thousands of teachers with his optimism and passion for service.

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Who made you, Homer Seerley?
I will tell you who made you.
You are a son of the Prairie.
Your roots penetrate the deep black soil.
Your branches have weathered the blistering blasts of the Southwest plains and the flying, frozen furies from Medicine Hat.
You are the sturdy oak of the forest, yielding not one jot to the graceful elm, or the stately pine, or the thick-leaved maple.
You are bulky, solid, substantial.
The timbers that come from your log are enduring.
You occupy your own place and none can encroach or should encroach upon you.

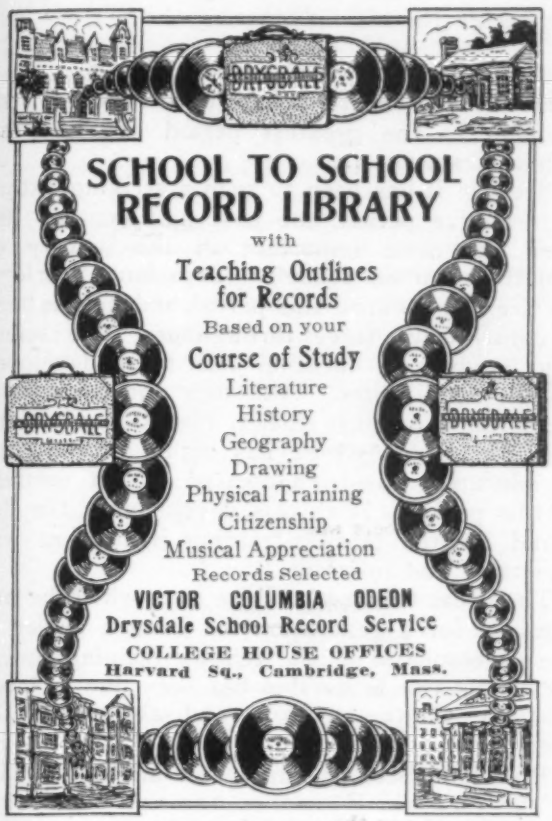
What did the Prairie give you, Homer Seerley?
It gave you more than you could extract from books and schools and churches.
You caught the scent of the first-turned turf, and the glint of the glaring share of the breaking-plow still gleams in your eyes.
Your bare feet were bathed in the new-made stream that followed the black track of the great plow as twelve yoke of oxen, belly-deep in mire, dragged it the length of the slough.
With chapped hands, day by day, you, the husker, piled high on the wagon the ears of yellow corn.
You were not deterred by the drifting snows of winter nor the torrid nights of summer.
You thrived under nature's extremes;
You were building for the future.
Toil, with grimy hands and sweaty garments, trudged with you through many a thorny path.

Nor did you realize the richness and variety of your early life.
You were awakened at early dawn by the noisy wooings of the prairie grouse.
You inhaled the exquisite aroma of the wild cherry, the plum and the hawthorn in the thickets.
You saw miles of flowery carpets scattered over the billowy green.
You saw the wolf on the crest of the hill, silhouetted against the dying sky.
You followed with wondering eyes the endless stretch of white covered wagons wheeling into the West.
Your soul was being filled with experiences impossible now to your children's children and all children for all time.

Lucky, too, were you in your early education.
Lucky that you were not forced to suck insipid pap from your nursing bottle capped with faddist nipples.
That later your gruel was not soft pedagese,
That the constant song of your childhood was Do, do, do.
That you antedated the days of automobiles and hip-pocket gin as college accessories,
That you stood no danger of losing caste because there was Oskaloosa mud on your cowhide boots,
That your youthful contact was with homely, honest men, untainted sons of the unpainted mothers of the Prairie.

And was it not also lucky for Iowa, Homer Seerley?
Lucky that you happened along when you did?
Just as the pioneer buds were bursting into full material bloom,
That you walked in the shadows of Iowa giants and had their children for comrades?
That every contact was such as to make you equal to your great undertaking?
I rejoice with you, Homer Seerley.
Rejoice over the great monument you have erected,
A monument to sagacity, virility, and vision
Wrought of rough granite and laid in the everlasting mortar of love.

O. J. Laylander.



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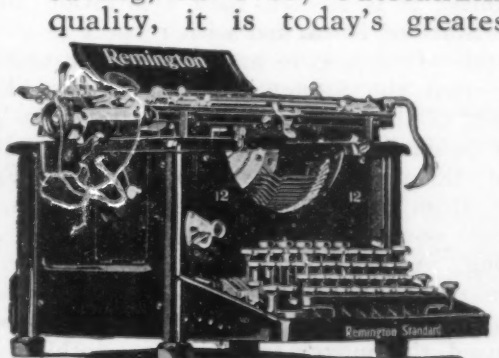

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O. T. CORSON

Some folks we meet often but never come to know them or even care to know them. Others we feel acquainted with long before we meet them, and this "previous acquaintance" makes us anxious to know them. Dr. Seerley belongs to the latter class in my experience.

While he was making a name for himself as superintendent of the city schools of Oskaloosa, Iowa, I had just "emerged" from a country school, where I had three years of "practice teaching," and was serving as "principal" of a two-room school, or, to be more exact, was teaching the "big room," the "little room" being in charge of a young woman, who, like myself, was gaining experience in teaching.

In the little village where this school was located I had the good fortune to be permitted to live in an unusually good home presided over by an aunt of Mrs. Seerley. From all that I knew of the former and heard about the latter, I correctly concluded that any man who was worthy a place in the family and fitted to be the "husband of Mrs. Seerley," must possess rare ability and character.

A few years later I met both Dr. and Mrs. Seerley in the meetings of the N. E. A., and feel grateful for the privilege of being permitted to call them friends. It is a real joy to look forward each year to meeting them.

Nothing that any one can say can add anything to the reputation and character of Dr. Seerley. It is, however, an appreciated privilege to be invited to send a word of tribute to the man so aptly called by the editor of this magazine, the "Dean of Educational Common Sense."

In all his remarkable experience, unequaled in the history of education in the United States, Dr. Seerley has never manifested in the slightest degree any indication of any desire to run after false educational gods, of whom there have been and still are an alarming number. This does not mean that he has not had a broad vision of the needs of the schools to be met by teachers trained academically and professionally, or that he has not been thoroughly progressive in administering his great trust as president of a great teachers' college thoroughly equipped in every way to train teachers for their work. That he has been quietly doing this work for forty years without any of the sensational methods sometimes resorted to, is positive evidence that he is in every way worthy of the title, "Dean of Educational Common Sense."

To his work of directing the preparation of teachers he brought a well-trained mind and an actual experience as a teacher and superintendent, together with a character built upon the eternal verities of faith in God and a belief that all true education is spiritualized education. There is no way of mechanically measuring the results of such service as Dr. Seerley has been and is now giving to the world, but all of the thousands of students and other friends whose life and living have been touched and directed by Dr. Seerley are the better for his influence.

JESSE H. NEWLON

Homer H. Seerley has been one of the builders in the greatest period of American public education.

Because it has been to such a striking extent a formative period, the past half century has been the most important in the history of American public schools. President Seerley's service has spanned this period, and he has been a constructive force throughout. The scientific study of education has been developed within his lifetime. Although normal schools were founded much earlier, the body of scientific knowledge which has made a profession of education has been created almost entirely in this period. With this development the demand for the teacher-training institution was inevitable and insistent.

The great teachers' college over which he has presided for a generation has been a leader in the development of the teacher-training movement, and this leadership has been due in large measure to the wisdom and ability of Dr. Seerley.

President Seerley has taken an active part in the National Education Association and has been frequently honored by this great organization. It is a delight to do him honor.

To the younger men and women, men of the Seerley type are a great inspiration. When we think of such men and their service to state and nation, we are reminded how high is our calling and with what devotion and pride we should do our work.

May President Seerley live many years, toiling happily in the vineyard of public education.

M. GLEN KIRKPATRICK

Countless are the people who owe their inspiration to Homer Seerley. And many of those people have never seen him. That is the measure of a man—his ability to inspire men who have never come in contact with him.

The name Seerley was spoken with reverence—almost with awe—in the English River community; it is spoken with admiration all over the State of Iowa, and with respect in all other states. It is a trite and homely illustration to say that the influence of his life is like the effect of throwing a pebble into a pond. Where the pebble strikes, there the surface is broken and thrown into turbulent waves. Farther out from the centre there are ripples, with force enough to move the children's boats along. At the very water's edge the surface is almost unmoved, but the water will occasionally lap the shore. We look for the impulse that caused the movement, but see nothing.

And so, would it be presumptuous for me to say that I owe inspiration to a man I have never seen? In my home Dr. Seerley's name was sacred; it was an ideal. How favored, those who were permitted to sit at his feet!

Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

ELEMENTS OF GENERAL SCIENCE: LABORATORY PROBLEMS. New Edition by Otis W. Caldwell, W. L. Eikenberry, and Earl R. Glenn. Cloth. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Three exceptionally equipped thinkers in science and experts in helping students get results are meeting a real school need in this new day by providing for teachers of General Science—who have found it difficult to secure definite adequate help in laboratory, demonstration and field work—a small book as practical as the multiplication table, as interesting as camping out equipment. We have never known three men so eminently fitted to help young teachers who were willing to keep down on the ground in their suggestions as Otis W. Caldwell, W. L. Eikenberry and Earl R. Glenn have been in the preparation of this book.

CHILD MARRIAGES. By Mary E. Richmond and Fred S. Hall. Russell Sage Foundation, 130 East 22d street, New York.

This book bristles with facts not known before about the child marriage situation in the United States. There is a description of the present conflict between compulsory education laws and marriage laws, a discussion of youthful marriages among the foreign born, among second generation foreigners, and native born of native parentage, now in use in marriage license offices to determine age.

There are more than two-thirds of a million people living in this country today who have been child brides or have been married to child brides. By "child" bride is meant one who is less than sixteen years old. Only a small minority of these brides are foreign; most of them are native white of native parentage. This fact should have special significance for every parent who has the first and there are proposed substitutes for the affidavit system intimation in a letter or telegraphic message that a marriage has been consummated with a daughter, when the marriage license was issued on a false affidavit of age; for every clergyman who solemnizes such a marriage with no better evidence to guide him than a license based upon a false affidavit; for every license issuer who seeks to administer the marriage law conscientiously, but who feels that he is balked by the present affidavit plan; for every teacher and school official who sees children removed from school by these premature marriages; for every family welfare and child welfare worker who seeks to conserve the right of the young to live wholesomely and develop normally, and for every legislator and voter who could influence not only our marriage laws, but—more important still—their daily administration in license offices.

ESSENTIALS OF SEWING. By Rosamond C. Cook, Iowa State Agricultural College, Ames, Iowa. Peoria, Ill.: The Manual Arts Press.

Miss Cook's book furnishes carefully selected and well-organized information which is useful for class work or for self-service in improving one's skill in garment making at any time and anywhere. It is true to conventional methods and styles, is open to individual adventure, and tends to develop personality in the work of whoever uses the book in school or home.

AN INTRODUCTION TO THE STUDY OF LITERATURE. By Ralph Philip Boas, Mount Holyoke College, and Edwin Smith, Central High School, Springfield, Mass. Cloth. Illustrated. 454 pp. New York: Harcourt, Brace and Company.

Perhaps the best feature of this book is the faith everywhere apparent that the authors are confident that there are still students in high schools who relish literature, who find keen enjoyment in it, who regard a literary production in prose or verse as a work of art as definitely as a great painting or statue is a work of art.

So thoroughly are the authors imbued with this that they themselves reveal a brilliant devotion to literature which makes their "Introduction to the Study of Literature" a work of art, of literary art as well as pedagogical art.

EL TESORO DE GASTON. By Emilia Pardo Bazán. Edited with introduction, notes, exercises and vocabulary, by Elizabeth McGuire, formerly instructor in Spanish, University of California. Cloth. xiii+239 pages. New York: Henry Holt and Company.

Emilia Pardo Bazán was once called by Havelock Ellis the most significant woman of letters of all Europe. One realizes something of the importance of this tireless writer and keen observer of her time after reading the excellent introduction that Miss McGuire has prefixed to her edition of one of Pardo Bazán's novels, "El Tesoro de Gastón." Particularly interesting are the extracts from the novelist's own notes on her life and the extract from Juan Valera on "El Tesoro de Gastón."

Miss McGuire has provided also the usual notes and vocabulary and a series of exercises for oral and written practice based on the text. Mechanically the book is also entirely satisfactory.

Pardo Bazán had a marked vogue at one time in this country. Translations of "El Cisne de Villamorta," and "Una Cristiana," as well as others of her works, had a substantial sale. It is good to have this reliable and attractive edition of one of her best stories, suitable for classroom use and giving a good idea of the intensity and scope of Pardo Bazán's genius. The book will find a ready welcome from Spanish teachers in schools and colleges.

SELF-PROVING BUSINESS ARITHMETIC. By Thomas T. Goff, State Teachers College, Whitewater, Wisconsin. Cloth. 316 pages. New York: The Macmillan Company.

It is interesting to see how determined publishers are to produce an arithmetic that shall escape censure of the business men who employ the graduates of the schools. Harlan Eugene Read already had several books of "Commercial Texts"—nine I think—before he fathered "Self-proving Business Arithmetic." He is intensely in earnest in his purpose to meet the criticism of business men who employ school boys especially as they leave schools. The title of this book tells precisely what it is. Mr. Read selected Thomas T. Goff, head of the department of Commercial Arithmetic, State Teachers College, Whitewater, Wisconsin, to make this book, and Read and Goff have made a heroic effort to produce a book which will require students to self-prove their work in arithmetic.

SHORT PLAYS FROM AMERICAN HISTORY AND LITERATURE FOR CLASSROOM USE. By Olive M. Price. Preface by Dr. William M. Davidson, superintendent, Pittsburgh. New York City: Samuel French.

The six plays which Miss Price includes in this volume are: "Lantern Light," a play of New England Witchcraft; "Evangeline," based on Longfellow's poem; "Hiawatha," based on Longfellow's poem; "Little Lady Dresden," an incident at Mount Vernon; "Around the Blue Wigwam," a play about Pocahontas and Captain John Smith, and "White Asters," an Americanization playlet.

The best service we can render our readers, the author and the publisher is to print selected paragraphs from the "Foreword" of Dr. William M. Davidson, superintendent of Pittsburgh.

"The plays from which the present group have been chosen came into existence in response to an urgent demand on the part of the teachers in the public schools of Pittsburgh, first because of the recent introduction of the so-called Platoon System, but fundamentally because something of the sort had to be. Specifically, the new system requires regular work on the part of all classes in grammar schools in some branch of Drama. This means, of course, that plays shall be studied, read, and acted, and implies as well that the pupils shall learn to dramatize and write plays themselves. . . .

"What is of far greater significance to me than the recreational and educational advantages to be derived from the production of plays in schools, is the humanitarian aspect of the whole matter. . . .

"There is no doubt that the proper enjoyment of plays by young people is one of the most effective means of developing character. Drama as a means of such development seems to me one of the most important factors in modern education. . . .

"Miss Price . . . in writing plays that have proved their value by actual and constant use in many schools . . . has shown the way for teachers who are now called upon, in increasing large numbers, to initiate their pupils into the magic realm of the drama."

PAPER CUTTING. By Annye Allison, teacher of Art, Public Schools, Richmond, Va. Cloth. Innumerable Illustrations. Milwaukee: Bruce Publishing Company.

This book with about 150 suggestions for paper cutting is an effective appeal for paper cutting in school. Paper cutting, because it can adapt itself to many different purposes, and is the basis of so many forms of design, is one thing which no up-to-date teacher can afford to be without.

It requires a smaller expenditure for materials than painting. It appeals to children. It is the foundation of many kinds of art. It embodies most of the principles of design. It is the easiest way to teach symmetry and conventionalization. It has been less explored than most of the fields of art, and is capable of endless possibilities.

LES ROMANESQUES. Three-act Comedy in verse. By Edmond Rostand. Edited, with introduction and notes, by Henry Le Daum, late instructor in Northwestern University. New Edition, with vocabulary by Noëlia Dubrule. Cloth. xxi+135 pages. Price, 64 cents. Boston: Ginn and Company.

This is a re-issue of a text for French classes published some twenty years ago. In line with the Ginn firm's policy of modernizing all their language texts, "Les Romanesques" has been reprinted with the addition of a vocabulary by Miss Noëlia Dubrule, who has had experience in vocabulary making and textbook work in general. It has not been thought necessary to change Mr. Le Daum's original introduction—though it might have been well to add a paragraph or two about Rostand's later career and death—or notes. Miss Dubrule's vocabulary is full and accurate, and makes the play available in classes otherwise debarred from using it by the lack of a vocabulary.

Rostand did so many striking plays—"Cyrano de Bergerac," "L'Aiglon," "La Princesse Lointaine," "Chantecler"—that an edition of one of the lesser-known plays (his maiden effort, in fact) is worth having simply because some of the others are so well-known on the English-speaking stage, and even in the "movies." "Les Romanesques" in its new form will undoubtedly find a warm welcome from teachers of French.

PLAYS BY JACINTO BENAVENTE. Translated, with introductions, by John Garrett Underhill. Cloth. Frontispieces. First Series. xxv+267 pages. Second Series. xviii+309 pages. Third Series. xxv+219 pages. Fourth Series (in press). New York: Charles Scribner's Sons.

Jacinto Benavente is the foremost living Spanish playwright, and one of the foremost men of letters of the world, as is attested by the award to him of the Nobel Prize for literature in 1922. It is worthy of note in this connection that another Spanish dramatist, Echegaray, won the same prize in 1904. Unlike some other notable European literary artists, Benavente is not unknown in the United States. He made us a visit in 1923, and some of his plays have been presented with success on the American stage. The most conspicuous success, of course, has been Miss Nance O'Neill's production of "La Malquerida" as "The Passion Flower" (a most unhappy choice of title) and the later appearance of the same play as a motion picture. "The Field of Ermine," "His Widow's Husband" (produced by the Washington Square Players), "The Bonds of Interest" (produced by the Theatre Guild,) "The Governor's Wife" (produced by the Harvard Dramatic Club and other amateur organizations) and many of the shorter plays, particularly "No Smoking" (produced in Spanish by students of Spanish in many parts of the country) have added to our knowledge and appreciation of his work. John Garrett Underhill began his series of translations from Benavente some years ago, and is steadily adding to the list. He may even yet catch up with the original author, despite the latter's comparative fecundity, over seventy-five plays having come from his pen. Mr. Underhill has prefaced each volume with an interesting essay, biographical, critical, or reminiscent, and in general has done his translator's task with fidelity and artistry. The first series contains "His Widow's Husband," "La Malquerida," "The Evildoers of Good," and "The Bonds of Interest"; the second series, "No Smoking," "Princess Bebé," "The Governor's Wife," and "Autumnal Roses"; the third, "The Prince Who Learned Everything Out of Books," "Saturday Night," "In the Clouds," and "The Truth." The fourth series is still in press. Despite Benavente's reputation for caustic wit and biting satire, those who study his plays will find in them an undercurrent of love of humanity and of the innocent and unsophisticated in life, most marked in his plays for children, but also underlying some of his most telling satires. Hating sham and hypocrisy, selfishness and envy, he makes us feel the charm of youth and its illusions and aspirations by his mastery of dialogue and of dramatic technique rather than by any open declaration of his philosophy. Students of contemporary drama, amateur dramatic groups, and, of course, those who are interested in the adequate interpretation of Spanish culture to the English-speaking world, will look upon these satisfying volumes as a real contribution to American letters.

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Education in Action

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Boston University's summer session this year will be larger than ever before. The scope of the courses offered will be much broader than last year, with the addition of the School of Theology and the School of Religious Education and Social Service, making six departments of the university which will offer courses in the summer session. Student enrollment has been growing yearly, and the added courses will interest larger numbers than ever. This is the first time that the School of Theology has offered work in the summer session. Other departments in which work can be taken in the summer are the College of Liberal Arts, School of Education, College of Business Administration, and College of Practical Arts and Letters. Courses can be taken for credit in the Graduate School, also.

It is expected that the new Overbrook Senior High School in Philadelphia will be ready for occupancy in September, 1926. The cost of the site was $125,000, and the total cost of ground, building, and equipment will be $2,495,000. At a total cost of a little less than a third of that sum, the elegant Frankford High School, a near rival of the Overbrook, was completed in 1912.

A new undergraduate magazine, called The Linonia, has been established at Yale. It will take a place between the sedate Yale Literary Magazine, the first college magazine published in America, and the humorous Yale Record.

University of Vermont, at its Commencement in June, will celebrate the one hundredth anniversary of General Lafayette's visit to Burlington, and the laying of the corner stone of the Old Mill, the university's oldest building. After serving as a barracks in the War of 1812, the Old Mill was burned in 1824, and was rebuilt in 1825. General Lafayette, who was then on his last visit to this country, fifty years after the Revolutionary War, laid the corner stone.

The Corporation Counsel of New York has ruled that teachers cannot be required to live within the city limits.

According to a bulletin just issued by the United States Bureau of Education, the high school enrollment has increased 257 per cent. in twenty years. Among the causes of this growth are the extension of the school curriculum to meet the growing complexity of our social and economic life, the wider basis of prosperity which makes it possible for a larger proportion of parents to send their children to high school, and the extension of compulsory attendance laws.

The State Regents have admitted the Fordham Evening High School of New York City to the University of

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the State of New York as an institution of full high school grade. Chicago is planning to establish evening high schools of the same standing as day high schools.

According to the Amherst Student, only one member of the class of 1925 intends to teach.

Thirty-two members of the junior class at Smith College who have elected to major in French will spend the next college year in Paris taking courses at the Sorbonne and similar institutions.

During the first week in May the registrars of some twenty colleges met at Yale to consider three important problems: the dropping of freshmen in large numbers, the transfer of students from one college to another in mid-course, and the influence which extra curriculum activities exert.

Professor Herman P. Sweetser, who has been connected with the agricultural department of the University of Maine since 1915, and is now head of the department of horticulture, has tendered his resignation. In June he will take charge of the old home farm in Cumberland Centre and devote his time to the cultivation of small fruits on a large scale. Farming is sometimes more attractive than teaching.

The Governor of Rhode Island has appointed a children's laws commission of nine members whose duties shall be to study the children's laws of other states, and to prepare for the next session of the General Assembly recommendations for enactment. The commission is a group of men and women well qualified by training and experience for the work entrusted to them. An appropriation of $5,000 has been made for the expenses of the commission and the services of a secretary. This is a wise method of dealing with the highly technical problems of school legislation.

The entire living membership of the Princeton class of 1865, eleven in all, will attend the next Commencement.

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By BERTHA B. and ERNEST COBB

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Oshkosh, Wisconsin, State Teachers College has won all sorts of forensic honors this season, the latest triumph being the winning of the tri-state contest with Normal of Illinois and Kalamazoo of Michigan.

All Los Angeles is preparing to welcome International Kindergarten Union delegates and their visiting friends. The Rotary Club, the Kiwanis, the Chamber of Commerce and similar organizations together with all the women's clubs of the city, will form an auxiliary reception committee to make the visitors welcome and to bestow Southern California hospitality on them.

Anne Groziak, seventeen, of Benld Ill., won a silver cup as winner in the third year class in the interstate spelling contest. Miss Groziak wrote eighty-seven words per minute, with only ten errors, in the fifteen minutes allotted time. She previously broke all records for typewriting in an Illinois state spelling contest, with a record of 103 words per minute, with three errors, in fifteen minutes.

MEETINGS TO BE HELD

JUNE

22-27. American Physical Education Association, Los Angeles, Calif.
28-July 4. National Education Association, Indianapolis, Indiana.
28-July 1: Catholic Educational Association, Covington, Kentucky.

JULY

1: Music Teachers Association of California, San Francisco, California.
6-11: American Library Association, Seattle, Wash.
29-31: National Association of Teachers in Colored Schools, Durham, N. C.

AUGUST

1-6: American Home Economics Association, San Francisco, California.
10-15: Association of Agricultural Teachers of New York, Ithaca, N. Y.

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER

10: Wyoming State Teachers Association, Casper.
14-17: National League of Compulsory Education Officials, Duluth, Minnesota.
19: California Teachers Association, Northern Section, Sacramento.
22-24: Indiana State Teachers Association, Indianapolis.
22-24: Utah Educational Association, Salt Lake City.
28-31: Washington Education Association, Seattle, Tacoma and Yakima.
29-30: Illinois State School Board Association, Decatur.
29-31: Rhode Island Institute of Instruction, Providence.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado.
5: Wisconsin Association of Mathematics Teachers, Milwaukee.
Wisconsin Association of Modern Foreign Language Teachers, Milwaukee.

Wisconsin Association of Vocational Schools, Milwaukee.

5-6: Iowa Home Economics Association, Des Moines.

5-6: Kansas Association of Teachers of English, Kansas City.

5-7: Colorado Education Association, Denver.

5-7: Iowa Association of Teachers of English, Des Moines.

5-7: Iowa State Teachers Association, Des Moines.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina.

5-7: Minnesota Education Association, St. Paul.

5-7: Wisconsin Teachers Association, Milwaukee.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg.

6-7: Wisconsin Physical Education Association, Milwaukee.

7: College Entrance Examination Board, New York City.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois.

10: Women's Educational and Industrial Union, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis.

11-14: Missouri State Teachers Association, St. Louis.

12-14: Arkansas State Teachers Association, Little Rock.

12-14: Association of Urban Universities, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis.

23-24: New York State Teachers Association, Syracuse.

23-25: South Dakota Education Association, Mitchell.

24: Southern Industrial Education Association, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond.

25-29: Virginia English Teachers Association, Norfolk.

26-28: National Council of Teachers of English, Chicago, Illinois.

26-28: Texas State Teachers Association (colored), Dallas.

27-28: Maryland State Teachers Association, Baltimore.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina.

14-18: California Teachers Association, Southern Section, Los Angeles.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Nature-Study Association, Kansas City, Missouri.

28-30: Illinois State Teachers Association, Springfield.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: Florida Education Association Jacksonville.

29-31: Pennsylvania State Education Association, Scranton.

29-31: Modern Language Association of America, Chicago, Illinois.

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Camden, New Jersey